

# **MENTOR HANDBOOK**

## **Mentor Support for Beginning School Counselors**

### **Who Is Eligible to Serve as a Certified Mentor?**

A **certified mentor** is a proficient practitioner, or equivalent, school counselor who has been selected by the local school district and has completed a **state-approved training program for school counselor mentors**. This individual is assigned to support a beginning school counselor during their first year of participation in the IMAP-SC. The individual mentor is trained to provide support to the beginning school counselor as well as identify additional resources needed to ensure the beginning school counselor develops competency in school counseling. After successfully completing state-approved mentor training, the participant is qualified to serve as a mentor. A list of certified school counselor mentors is provided by the Office of Educator Licensing and Development. It is also important for the school district to take into consideration the mentor's availability to the beginning school counselor. Therefore, a mentor should be as easily accessible as possible.

**\*\* Please Note:** A beginning school counselor **may not** be placed with a department supervisor or administrator who participates in his/her evaluation.

Some districts may find that a **mentor team** best suits their needs to support one or more beginning school counselors. When mentoring responsibilities are shared, beginning school counselors are exposed to a greater variety of school counseling and coaching styles, providing them with a wider range of support and collegiality. School districts are encouraged to consider the team mentoring option for their beginning school counselors as a means to enhance support and professional development.

**At least one mentor team member must be a licensed school counselor who is a state-approved trained mentor.** Other mentor team members can come from the following categories:

- Principal or other administrators
- One or more members who may not have gone through IMAP-SC mentor training, but who can offer special expertise such as portfolio scorers, subject area specialists or key resource school counselors (team members need not be in the same building as the beginning school counselor)
- A recent IMAP-SC graduate
- One or more beginning school counselor(s)

The **mentor team leader** is the school counselor of record who is responsible for reporting placement information, and planning mentor team activities to ensure a full, enriching and coordinated educational experience for the beginning school counselor.

### **What Are the Responsibilities of a Certified Mentor/Mentor Team Member?**

- To provide support to a beginning school counselor for at least two years, around effective school counseling competencies including educational and career services, student assistance services, and leadership.
- To enlist the support of other educators (teachers, portfolio scorers, specialists, and the principal) for the beginning school counselor as part of a mentor team
- To clarify for the beginning school counselor his/her role and responsibility in the IMAP-SC and implications for licensing
- To encourage the beginning school counselor to attend available support seminars as appropriate
- To observe the beginning school counselor and arrange for the beginning school counselor to observe other counselors including the mentor or mentor team members
- To assist the beginning school counselor in reviewing educational and career development activities (which could include the videotaping of guidance lessons), student assistance activities, and leadership activities.
- To document the types and frequency of support provided to the beginning school counselor

### **What Are the Goals of a Certified Mentor/Mentor Team Member in Assisting a Beginning School Counselor?**

- To develop skills in problem solving, analysis and reflection on her/his school counseling behaviors related to the areas of academic, career, social and emotional development
- To explore a variety of school counseling strategies which address diversity in students and their learning styles
- To develop effective school counseling practices that facilitate student development and learning
- To identify the effective school counseling strategies that conform to the foundational skills and competencies of the Office of Educator Licensing and Development
- To collect data about students' learning and reflect on the effectiveness of school counseling and on how well students are learning

## **EDUCATIONAL AND CAREER SERVICES**

### **(COMPONENTS 1,2,3)**

The following possible activities are applicable for all three components under Educational and Career Services.

#### **Educational and Career Services Activity Development:**

Certified mentors/mentor team members are trained to guide beginning school counselors in developing activity objectives that are clearly stated and appropriate. Writing clear objectives, based upon student standards and indicators, which are observable within the context of the educational and career services activity is critical.

Certified mentors/mentor team members can also help focus planning of an educational and career services activity around the critical questions.

- How does the beginning school counselor use his/her understanding of students, national and state student guidance standards, and the local School Improvement Plan to establish activity goals and objectives?
- Are planned educational and career development activities related to guidance standards and indicators?
- What materials and preparation will be needed for the activity?
- How does the school counselor make accommodations to meet students' needs and interests?
- What assessment strategies does the beginning school counselor plan to use? Are they appropriate to the objectives?
- What did the school counselor learn about the students' knowledge and skills from the results of the activity?
- What did the beginning school counselor learn about his/her execution of the activity and what changes would he/she make the next time?

#### **Educational and Career Services Activity Feedback**

Certified mentors/mentor team members may observe a beginning school counselor or view a videotape of educational and career services activities to provide feedback about critical questions.

- How are students different as a result of the activity?
- How well did the activity elements tie together so that students could see a connection between activity elements, as well as past and future learning?
- How well were activities developed to move students towards mastering the stated standard and indicators?
- How effectively did the school counselor monitor understanding and make adjustments as appropriate?

## **Evaluation of Student Growth**

Certified mentors/mentor team members can help beginning school counselors select or develop appropriate instruments to illustrate student growth over time and direct attention to critical questions.

- How does the school counselor evaluate student growth and communicate criteria for success and/or results to students?
- How effective were the assessment strategies the school counselor used to gather information about students and their learning?
- How did the school counselor use student assessment results to modify future activities?

## **STUDENT ASSISTANCE SERVICES** **(Components 4,5, 6)**

Due to the differences inherent between the two components of Counseling Strategies and Crisis Intervention, and the Prevention Programming component, the suggested mentor assistance has been separated into these two areas.

### **Counseling Strategies and Crisis Intervention Activity Design**

Certified mentors/mentor team members are trained to guide beginning school counselors in developing counseling intervention objectives that are clearly stated and appropriate. Having clear objectives that are observable within the context of the activity is critical.

Certified mentors/mentor team members can also help focus planning of a counseling intervention around the critical questions.

- How does the beginning school counselor use his/her understanding of students to join with the student(s) and collaboratively identify the problem and set attainable goals?
- How does the beginning school counselor conceptualize the student(s) concern from a systems perspective and how does this influence the development of strategies/activities?
- How does the beginning school counselor involve the student(s) in identifying strategies that he/she/they are willing to attempt?
- How does the beginning school counselor coach the student(s) in these strategies in a way that meets the student(s) needs and interests?
- What materials and preparation will be needed for the counseling intervention?
- What assessment strategies does the beginning school counselor plan to use to evaluate the student(s) implementation of the strategies?
- What did the school counselor learn about the student(s) knowledge and skills from results of the counseling intervention?
- How does the beginning school counselor redirect as necessary and follow-up with the student(s) to determine possible next steps?
- What did the school counselor learn about his/her execution of the intervention and what changes would he/she make the next time this intervention is used?

## **Counseling Strategies and Crisis Intervention Feedback**

Certified mentors/mentor team members may observe a beginning school counselor or review a videotape or audiotape of counseling strategies and/or crisis intervention to provide feedback about critical questions.

- How are students different as a result of the activity?
- Did the student(s) engage in discussion with the school counselor?
- Did the student(s) and counselor come to an understanding of what the presenting problem is?
- Did the student(s) identify a reasonable vision of what is to be accomplished?
- Did the student(s) and counselor work together to identify appropriate strategies for the student to attempt?
- Did the counselor ascertain that the student(s) had the skills to try the strategies or coach the student in the strategies?
- How did the counselor follow up with the student(s) to evaluate the effectiveness of the interventions being used and celebrate the success and/or plan next steps?

## **Counseling Strategies and Crisis Intervention Evaluation of Student Growth**

Certified mentors/mentor team members can help beginning school counselors develop appropriate instruments to illustrate student growth over time and direct attention to critical questions.

- Did the school counselor identify measurable or observable indicators to benchmark student growth?
- How effective were the assessment strategies the school counselor used to gather information about the student and his/her ability or inability to meet the objectives of the counseling?
- How did the school counselor use student assessment results to modify the intervention?

## **Prevention Programming Activity Design:**

Certified mentors/mentor team members are trained to guide beginning school counselors in developing prevention programming activity objectives that are clearly stated and appropriate. Writing clear objectives that are observable within the context of the activity is critical.

Certified mentors/mentor team members can also help focus planning of a prevention programming activity around the critical questions.

- How does the beginning school counselor use his/her understanding of students (and, if appropriate, adults), to establish activity goals and objectives?
- Are planned prevention programming activities related to the activity's objectives, the school counseling program objectives, the *Indiana Student Standards in Guidance*, and/or the local School Improvement Plan?
- What materials and preparation will be needed for the prevention programming activity?
- How does the beginning school counselor make accommodations to meet participants' needs and interests?
- What assessment strategies does the beginning school counselor plan to use and are they appropriate to the objectives?
- What did the school counselor learn about the participants' knowledge and skills from the results of the activity?
- What did the school counselor learn about his/her execution of the activity and what changes would he/she make the next time this activity is used?

### **Prevention Programming Activity Feedback**

Certified mentors/mentor team members may observe a beginning school counselor or view a videotape of the prevention programming activity to provide feedback about critical questions.

- How are participants different as a result of the activity?
- How well did the activity elements tie together so that participants could see a connection between activity elements, as well as past and future learning?
- How well were activities developed to move participants towards mastering the stated student standard and indicators, or if adults are involved goals and objectives?
- How effectively did the school counselor monitor understanding and make adjustments as appropriate?

### **Evaluation of Participant Growth**

Certified mentors/mentor team members can help beginning school counselors select or develop appropriate instruments to illustrate student growth over time and direct attention to critical questions.

- How does the school counselor evaluate participant growth and communicate criteria for success and/or results to students?
- How effective were the assessment strategies the school counselor used to gather information about participants and their learning?
- How did the school counselor use participant assessment results to modify future activities?

# **LEADERSHIP**

## **(Components 7, 8)**

The following possible activities are applicable for both components under Leadership.

### **Leadership Activity Design:**

Certified mentors/mentor team members are trained to guide beginning school counselors in developing leadership activity objectives that are clearly stated and appropriate. Writing clear objectives that are observable within the context of the activity is critical.

Certified mentors/mentor team members can also help focus planning of a prevention programming activity around the critical questions.

- How does the beginning school counselor use his/her understanding of students, adults, and/or self, to establish activity goals and objectives?
- Are leadership activities related to the school counseling program objectives, national and state school counseling program standards and student guidance standards, and/or the local School Improvement Plan?
- What data and preparation will be needed for the leadership activity?
- How does the beginning school counselor make use of systemic change knowledge and skills to facilitate change in others and/or self?
- What strategies does the beginning school counselor plan to use and are they appropriate to the objectives?
- What did the school counselor learn about others and/or self as a result of the activity?
- What did the school counselor learn about his/her execution of the activity and what changes would he/she make the next time this activity is used?

### **Leadership Activity Feedback**

Certified mentors/mentor team members may observe a beginning school counselor or view a videotape of the prevention programming activity to provide feedback about critical questions.

- How are things different as a result of the activity?
- How well did the activity elements tie together so that others and/or self could see a connection between activity elements, as well as past and future learning?
- How effectively did the school counselor monitor understanding and make adjustments as appropriate?

### **Evaluation of Leadership Growth**

Certified mentors/mentor team members can help beginning school counselors select or develop appropriate instruments to illustrate student growth over time and direct attention to critical questions.

- How does the school counselor see himself/herself as a leader in the school and community?
- How does the school counselor evaluate leadership activities?
- How did the school counselor use results to modify future activities?

## Frequently Asked Questions and Answers 2008

1. Is there a log to complete for documentation of contact hours with the new counselor? *No. Contact time is based on the individual need of the new counselor. You may have some contact by phone or email as well as face-to-face contact. There is not a specific log that needs to be completed. However, the beginning school counselor can document meetings and contacts with the mentor and include this as part of the activities for the professional growth component. **Mentors are now required to complete APPENDIX A found in this document. The beginning school counselor will include this in the portfolio.***
2. Can CEU's rather than CRU's be earned for this training? *No. CEU's are earned through the Mental Health Board. Their trainings do not include school counselor issues.*
3. Can college credit be earned for mentoring a new counselor? *Yes. Butler University is providing the college credit. You need to contact Dr. Tom Keller. You may earn a total of three credit hours per year. Late November is a good time to contact Dr. Keller, but other arrangements can be made. You must be already selected to mentor a new counselor before you apply for the college credit.*
4. Does the mentor need to be in the same building? Can the mentor and the new counselor work in the same building? *It is important to know that the mentor should NOT be in a supervisory role of the new counselor. The mentor and the new counselor may be in the same building, but this is certainly not a requirement. It may be preferable for the mentor to be in a different building. You may be in the same corporation, but again, this is not a requirement.*
5. Can a first-year counselor begin his/her portfolio in year one? *Yes, there is nothing to stop them. Most would be ready to do a component or two.*
6. Could the mentor be a friend of the new counselor? *No. It is really the ethical responsibility of the mentor to examine the nature of any previous relationship with the new counselor to determine if there is a conflict of interest or possibly a dual role. All dual relationships should be avoided.*
7. Can the new counselor identify who they would like to be their mentor? *No. **It is the responsibility of the school administration in working with the Office of Educator Licensing and Development (formerly, the Department of Professional Standards) to assign a mentor. (The new counselor can give input.)***
8. How will the new counselor obtain a mentor? *Names of certified mentors will be sent to the Department of Educator Licensing and Development. When a school hires a new counselor, the school will contact the **Office of Educator Licensing and Development (formerly, the Department of Professional Standards)** for a list of certified mentor names. The school will then contact a potential certified mentor. The mentor may accept or decline the opportunity to mentor a new counselor.*
9. How many Professional Growth Points am I earning for this training? *You will receive 45 PGP's for the successful completion of the training. You can earn another 45 PGP's for successfully mentoring a new school counselor; these will be earned at the end of year two.*



10. How many CRUS's are earned for the successful completion of this training? *You will receive 12 CRU's for the training. No additional CRU's are earned for mentoring a new school counselor.*
11. Do mentors get paid? Who pays the mentor? *The state has been able to fund the mentor stipend of \$600 in the past; however, this seems to be a year-by-year dilemma. You are encouraged to mentor only one person; you are only paid one stipend even if you mentor more than one new counselor. If you mentor someone from a different corporation, the stipend comes from the new counselor's school corporation. (Some schools have negotiated to make the mentor stipend a part of the ECA scale. This guarantees the payment even if the state does not come through with the money.)*
12. If I successfully complete this training, can I mentor a new teacher? *No. A certified school counselor mentor can only mentor new school counselors.*
13. Is my certification as a mentor good forever? *This is being discussed at this time.*
14. If I agree to be a mentor, how long does this responsibility last? *You are a mentor for two consecutive years. Your responsibility is to get the new counselor through the portfolio process and to support them as a beginning counselor. After that, the new counselor flies solo (but you may continue to be a resource, if needed.)*
15. Other than helping the new counselor create a portfolio, what else do I have to do? *You are helping the new counselor in the same way you help students—assess, problem solve, develop an action plan, reflect, etc.*
16. Can a retired counselor mentor a new counselor? *Yes, but only after successful completion of training and then only for the first five years after retirement begins.*

## **APPENDIX A**

### **MENTOR REFLECTION FORM ON STUDENT ASSESSMENTS/WORK REQUIRED---ATTACH TO BC PORTFOLIO**

Mentor Name: \_\_\_\_\_

The counselor included one student artifact for appropriate components. Yes\_\_\_\_\_ No\_\_\_\_\_

Comments or evidence:

The artifact was appropriate for the component. Yes\_\_\_\_\_ No\_\_\_\_\_

Comments or evidence:

The counselor presented clear and concise data. Yes\_\_\_\_\_ No\_\_\_\_\_

Comments or evidence:

The counselor explained what the assessment/work meant  
and how future lessons would be changed based upon the data. Yes\_\_\_\_\_ No\_\_\_\_\_

Comments or evidence:

The counselor presented a completed portfolio and completed checklist. Yes\_\_\_\_\_ No\_\_\_\_\_

Comments or evidence:

Action plans contained all required parts. Yes\_\_\_\_\_ No\_\_\_\_\_

Comments or evidence:

Reflections answered all required questions and followed directions. Yes\_\_\_\_\_ No\_\_\_\_\_

**MY COMPLETION OF THIS FORM ONLY SERVES TO DOCUMENT WHAT I  
OBSERVED. IT IS NOT AN EVALUATION OF COUNSELING.**